

where the SDAA II is not available. TAKS-I performance will not be used in determining accountability ratings for 2007. However, 2006 and 2007 performance on this indicator will be shown on the AEIS reports released in the fall of 2007. See *Chapter 17 – Preview of 2008 and Beyond*.

- *Students Tested on both SDAA II and TAKS.* In some cases, students may take both the SDAA II and TAKS. For example, a grade 6 student may take the TAKS for mathematics, and the SDAA II for reading. In this case, the student's TAKS performance is included with the TAKS indicators and the SDAA II performance is included with the SDAA II indicator.
- *Rounding of Met ARD Expectation Percent.* The *Met ARD Expectation* calculations are expressed as a percent, rounded to whole numbers. For example, 49.877% is rounded to 50%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.

ACCOUNTABILITY SUBSET

For the TAKS and SDAA II indicators, only the performance of students enrolled on the PEIMS fall "as-of" date of October 27, 2006, are considered in the ratings. This is referred to as the *accountability subset* (sometimes also referred to as the *October subset* or the mobility adjustment). This adjustment is not applied to any other base indicator.

Students who move from district to district are excluded from the campus and district's TAKS and SDAA II results. Further, students who move from campus to campus within a district are kept in the district's results but are excluded from the campus's TAKS and SDAA II results. No campus is held accountable for students who move between campuses after the PEIMS "as-of" date and before the date of testing, even if they stay within the same district. The subsets are determined as follows:

Campus-level accountability subset: If a student was reported in membership at one campus on October 27, 2006, but moves to another campus before the TAKS or SDAA II test, that student's performance is removed from the accountability results for both campuses, whether the campuses are in the same district or different districts. Campuses are held accountable only for those students reported to be enrolled in the campus in the fall and tested in the same campus in the second semester.

District-level accountability subset: If a student was in one district on October 27, 2006, but moved to another district before the TAKS or SDAA II test, that student's performance is taken out of the accountability subset for both districts. However, if the student moved from campus to campus within the district, his or her performance is included in that district's results, even though it does not count for either campus. This means that district performance results do not match the sum of the campus performance results.

Examples of how the accountability subset criteria are applied are provided in the following table. Note that these apply to both SDAA II and TAKS performance results. For more information, see *Tables 32, 33, and 34 in Appendix D – Data Sources*.

Table 3: Accountability Subset (continued)

Student Situation	In Whose Accountability Subset?
8. A first-time 11th grade student is enrolled in district A in the fall and takes the TAKS ELA in February. He then moves to district B, where he takes the last three tests.	This student's results do not affect the rating of either campus or district. Results for all tests are reported to the campus where the student tested last in district B.
9. A first-time 11th grade student is enrolled in district A in the fall and takes the TAKS ELA in February. She then moves out of state. She does not take the last three tests.	This student's results on ELA will be used in determining both campus and district A ratings.
10. A first-time 11th grade student is enrolled in high school Y, district A in the fall and takes the TAKS ELA in February. He then is sent to a “boot camp” (disciplinary campus) for the rest of the year, where he takes the rest of the TAKS tests. Will the student's performance count toward the sending campus?	<p>If the disciplinary campus is a JJAEP or DAEP, the student’s performance must be coded back to the sending campus, and it will be used in determining both campus and district ratings.</p> <p>If the disciplinary campus is operated by the Texas Youth Commission (TYC), the performance will not count toward either the sending campus or district rating.</p> <p>If the disciplinary campus is not a JJAEP, DAEP, or TYC campus, but is in district A, the performance will be used in determining the district rating, but not the campus rating.</p>
11. Grade 7 student is reported in enrollment in district A and takes the writing test in that district at campus Y. In March, the student transfers to district B and takes the remaining Grade 7 TAKS tests there. The answer documents submitted by district B use different name spellings than did the one submitted by district A.	To the test contractor these are two different students. Performance on the student's writing test is reported to district A and counts toward its rating and the rating of campus Y. The student's results in reading and mathematics are reported to district B but do not contribute to the rating of either the district or the campus where the student tested because the student was not there in the fall.
Grades 3 and 5 Reading; Grade 5 Mathematics (Student Success Initiative) <i>(See Tables 32 and 33 in Appendix D – Data Sources for further information.)</i>	
12. Grade 3 student takes reading in February at campus A where she was enrolled in the fall, passes the test and moves to campus B (in the same district) where, in April, she takes and fails the mathematics test.	This student's results do not affect the rating of campus A or B. The reading results from the February test are reported to campus A and the mathematics results are reported to campus B. Results from both tests affect the district.

Appendix C – Comparison of State and Federal Systems

In addition to the state accountability system, which is mandated by the Texas legislature, there is also a federal system of public school accountability. Although the state system has been in place since 1993, the accountability provisions in the federal No Child Left Behind (NCLB) Act were first applied to the Texas public schools in 2003. Campuses, districts and the state were evaluated for Adequate Yearly Progress (AYP) for the first time in 2003.

The purpose of this appendix is to provide details comparing the state accountability system to the federal (AYP) system. Though there are some similarities and elements in common between the two, there are significant differences. For complete details about the federal system, see the *2007 AYP Guide*. The *Guide* as well as other information about AYP can be found at the AYP website at <http://www.tea.state.tx.us/ayp/index.html>.

SYSTEMS ALIGNED

The state accountability system and the AYP procedures mandated by the U.S. Department of Education, are aligned where possible.

- *Release Date*. The release dates for the state accountability ratings and preliminary AYP status are scheduled to occur prior to the start of the 2007-08 school year.
- *Labels*. The final 2007 AYP status will include the 2007 state accountability ratings for both standard and AEA procedures. These labels will appear for both Title I and non-Title I campuses and districts.
- *Appeals Process*. The appeals processes for state ratings and AYP status are aligned to the extent possible. See *Chapter 14 – Appealing the Ratings* of this *Manual* and the *2007 AYP Guide* for more information.

COMPARISON

The following tables provide comparisons of the state and federal systems. *Table 26* contains a side-by-side comparison of the indicators, restrictions, requirements, and source data for both systems.

Table 27 is a comparison by grade level. With this table, a campus can compare the use of various indicators by grade. For example, a grade 3-5 campus is evaluated in both the state and federal systems on TAKS reading, mathematics, and SDAA II reading, mathematics, although AYP evaluates more student groups for each of these indicators. In a grade 3-5 campus, its AYP status also depends on attendance and participation indicators, while its state rating includes TAKS writing and science results.

Appendix D – Data Sources

This appendix provides data sources for the indicators used in the state accountability system, including those used to assign Gold Performance Acknowledgments (GPA). The information is arranged alphabetically by indicator name.

For each indicator, the *Methodology* section shows the source for the numerator and denominator. *Student Demographics* shows the sources for the demographics used to disaggregate the "All Students" totals into the various student groups used in the accountability system. *Other Information* presents unique topics affecting each indicator.

The primary sources for all data used in the state accountability system are the Public Education Information Management System (PEIMS) data collection, the various assessment companies, and the General Educational Development (GED) data file. *Tables 28, 29, and 30* describe these data sources in detail. The terms provided in these tables are referenced within the indicator discussion.

Table 28: Assessments Used in Accountability

Organization Name	Description
ACT, Inc.	The ACT, Inc. annually provides the agency with the ACT participation and performance data of graduating seniors from Texas public schools. Only one record is sent per student. If a student takes an ACT test more than once, the agency receives the record for the most recent examination taken. The ACT data as of the June administration is used in creating the SAT/ACT indicator.
College Board	The College Board annually provides the agency with the SAT participation and performance data of graduating seniors from Texas public schools. Only one record is sent per student. If a student takes a SAT test more than once, the agency receives the record for the most recent examination taken. The SAT data as of the June administration is used in creating the SAT/ACT indicator. In addition, the College Board provides the agency with the Advanced Placement (AP) examination results of Texas public school students each year. The AP data as of the May administration is used in creating the AP/IB indicator.
International Baccalaureate Organization (IBO)	The International Baccalaureate Organization provides the agency with the International Baccalaureate (IB) examination results of Texas public school students each year. The IB data as of the May administration is used in creating the AP/IB indicator.
Pearson Educational Measurement	Pearson Educational Measurement is the contractor for the Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II). After each test administration, the TEA Student Assessment Division receives student-level TAKS and SDAA II data from Pearson.
TEA GED Database	A TEA database containing information about examinee performance on the GED tests is maintained by the Division of Student Support. Unlike the information in most other TEA data files, which is reported annually, receipt of a GED test(s) is reported as soon as the test is scored. A certificate is mailed once the examinee has passed all five tests, and the information is stored in a database. Candidates take GED tests at centers throughout the state in school districts, colleges and universities, education service centers, and correctional facilities. Tests are given year-round, and the results are transmitted electronically to the TEA from the University of Texas Scoring Center after they have graded the tests.

Table 31. Students who leave due to reasons identified with an asterisk are not counted as dropouts. Only students reported with leaver code 98 are defined as dropouts.

- *Economically Disadvantaged.* For the denominator of the dropout rate calculation, those students who were NOT reported in enrollment in any district on the 2005-06 PEIMS Submission 1 cannot be coded as economically disadvantaged. If a student is economically disadvantaged at any district or campus, he/she is deemed economically disadvantaged at all districts and campuses.
- *Underreported Students.* Information about students reported in either enrollment or attendance in grades 7-12 the prior year but who were not accounted for as movers, previous Texas graduates, or GED recipients and who were not reported as either enrolled or as leavers in the current year are identified as underreported students. Lists of these students can be found on the *EDIT+* reports.

Table 31: Leaver Codes

Code	Translation
01*	Graduated
03*	Died
16*	Return to Home Country
24*	College, Pursue Degree
60*	Home Schooling
66*	Removed-Child Protective Svcs
78*	Expelled, Cannot Return
81*	Enroll In TX Private School
82*	Enroll In School Outside Texas
83*	Administrative Withdrawal
85*	Graduated outside Texas-Returned-Left Again
86*	GED outside Texas
98	Other

* Codes with asterisks are not counted as dropouts in determining the 2007 state accountability ratings.

- *Excluded Records.* Because of the changes to the reporting and processing of leaver data, the check for reported dropouts in other educational settings is now conducted prior to the PEIMS resubmission deadline, and excluded records no longer exist as part of leaver reporting.
- *Campus of Accountability.* Leavers are assigned to the campuses they were attending when they left the Texas public school system. A student served at a Disciplinary Alternative Education Program (DAEP) and/or a Juvenile Justice Alternative Education Program (JJAEP) is assigned to a "campus of accountability" based on the campus he or she last attended when one can be identified. Campus of accountability may be reported by the district or may be determined by the agency based on PEIMS attendance records

indicates special education (graduation type codes 04, 05, 06, or 07) are removed from the count of total graduates used in the denominator of the participation calculation.

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II

Methodology:

$$\frac{\text{number of SDAA II tests meeting ARD expectations (from Pearson)}}{\text{number of SDAA II tests taken (from Pearson)}}$$

Year of Data: 2007 (Spring SDAA II Administration)

Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2006	October 2006

Other Information:

- *Student Information.* The testing contractor, Pearson Educational Measurement, pre-codes student information onto the answer documents from PEIMS data (see record types, above), or from district-supplied data files. The answer documents may also be coded by district staff on the day of testing.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

Methodology:

$$\frac{\text{number of students passing TAKS (by subject) (from Pearson)}}{\text{total number TAKS test takers (by subject) (from Pearson)}}$$

Year of Data: 2006-07

Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2006	October 2006

Other Information:

- *Student Information.* The testing contractor, Pearson Educational Measurement, pre-codes student information onto the answer documents from PEIMS data (see record types, above), or from district-supplied data files. The answer documents may also be coded by district staff on the day of testing.
- *SSI Mobility Subset.*
 - Mobility between administrations of the TAKS for Student Success Initiative presents a special challenge for excluding mobile students. Tables 32, 33, and 34 below show different scenarios for inclusion and exclusion of mobile students in the campus accountability subset.
 - If discrepancies in student demographics are found between test administrations, the information on the first administration is used.